

Rise Park Primary and Nursery School Catch-Up Premium Plan

Summary information		
Academic year: 20/21	Number on roll: 457	Total premium: £32,320

Guidance
----------

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among that hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds	EEF recommendations
--------------	---------------------

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

- The EEF advises the following:
- Teaching and whole school strategies:
- Supporting great teaching
  - Pupil assessment and feedback
  - Transition support
- Targeted approaches:
- One to one and small group tuition
  - Intervention programmes
  - Extended school time
- Wider strategies:
- Supporting parent and carers
  - Access to technology

Identified impact of lockdown	
Reading	<p>The impact of lockdown on reading was felt most keenly in F2-Year 1 as these are the year groups in which children learn to read using their phonics. Phonics videos produced by the DfE and pure sounds videos produced by the phonics lead were available remotely for children to learn from, but this could not replace the actual teaching of phonics and children had gaps in their learning from the parts that they had not completed online. In F2, children missed some of phase 3 and all of phase 4, and in year 1, children missed all of phase 5. Baseline assessments were completed for phonics in F2-year 3 to inform the planning and teaching of phonics including intervention groups. This gap analysis is then to be completed termly and half-termly for the bottom 20% in each class to allow gaps to be addressed and quickly narrowed and to support the planning of next steps.</p> <p>Over lockdown, reading was taught through comprehension questions and activities linked to key texts and children had access to the Big Cat Collins Phonics books and Oxford Owl books online ensuring that all pupils had a reading book. The reading leaders also shared links to audiobooks, videos and games linked to reading to ensure that children remained enthused about their reading. From the gap analysis in September, the biggest gaps in years 3-6 were within the skills of inference and vocabulary due to the fact that children had less time to explicitly learn vocabulary to build it up for the next year which then impacted on their inference skills. There has been a particular focus on the teaching of these skills during shared reading and English lessons and CPD for staff on how to best teach these skills, and the termly gap analysis shows that these gaps are beginning to close. In year 2, the biggest gap was within reading fluently and answering written comprehension questions, as the children had missed phase 5 in year 1 and did not have the practice of completing written comprehension questions in the summer term of year 1. To tackle this, year 2 have focused on building fluency through the use of phonics books in whole class guided reading in Autumn 1; moving onto shared reading with some written comprehension questions in Autumn 2.</p>
Writing	<p><i>The biggest impact on the percentage of pupils working at the expected standard in writing can be seen in years 4 and 6. Currently, the lowest % of pupils working at EXS+ or one point below is in year 2. No pupils previously working at GDS in writing have shown enough evidence to be confirmed as working at that standard.</i></p> <p>For pupils in the Early Years, the pre-requisites for writing are currently most affected by lockdown. These skills include: speaking; listening and attention; and fine motor skills for pencil control. Online provision for pupils learning to write at home, was based around daily phonics sessions using videos produced by the DfE. In addition to these, writing tasks were linked to class books such as Jack and the Beanstalk, to give pupils a shared stimulus for both talk and mark making. Practical activities such as role play at home were included to encourage pupils to interact, and to further develop their vocabulary. Despite this however, these remain significant areas of weakness for these pupils, given varying levels of engagement. Baseline assessments and detailed gap analyses were completed to inform planning for direct teaching, continuous provision and intervention. The Early Talk Boost Intervention Programme is already having a significant impact on targeted pupils in these areas.</p>

	<p>For the current Key Stage One pupils, the gaps in phonics teaching and learning (as outlined above) have impacted directly on spelling and handwriting within independent writing. Detailed gap analysis has again here informed planning for teaching, and interventions which are closely linked to main lessons. This gap analysis is now to be completed termly (half-termly for the bottom 20%) in each class, to allow gaps to be addressed and quickly narrowed and to support the ongoing planning of next steps.</p> <p>Main English lessons for years 1-6 during lockdown, were taught through a mix of specific grammar tasks, and more extended writing linked to other curriculum areas or the class book. Rewards and teacher feedback were used to motivate and inspire pupils to write. From the gap analysis in September, pupils' lack of elaboration and use of limited vocabulary were identified as a whole-school area of focus, particularly for our disadvantaged pupils. As a result of this, staff CPD and subsequent planning and intervention have focused on fully immersing pupils in the writing stimulus (linked to the class book), and ensuring that quality speaking, listening and reading activities are planned before pupils are expected to write at length. Early monitoring shows that this is already impacting positively both on pupils' spoken language, and their writing. Year 3 pupils writing in role about visiting the Tin Forest said, 'We maggied words from the story in our vocabulary books.' In addition to this, carefully planned revisit and consolidation lesson starters and our whole-school approach to teaching grammar and punctuation (Rainbow Grammar) are helping pupils to recover and further develop their skills in sentence structure and punctuation.</p> <p>Staff CPD on challenge in writing is also proving beneficial in helping staff to more effectively target those pupils not currently on track to achieve their GDS target in writing by the end of the year.</p>
<p>Maths</p>	<p>While engagement with maths during lockdown was relatively high, there are still significant gaps in the children's knowledge.</p> <p>Skills that would have been practised on a regular basis such as calculation strategies and time tables have been identified by staff in all year groups as areas of weakness when baseline assessments were carried out in September. This has been addressed throughout the academic year through daily Flashback 4 or Fluent in 5 sessions. Additional interventions focused on calculation strategies have been taking place in year 5 to ensure that these gaps are filled before the children start year 6.</p> <p>Additional gaps have been highlighted by staff, with common themes across the school;</p> <p>Shape – This was due to be taught in Y3, Y4 &amp; Y5 in the Summer Term</p> <p>Measure – This was due to be taught in Y3 &amp; Y5 in the Summer Term</p> <p>Decimals – This was due to be taught in Y4 &amp; Y5 in the Summer Term</p> <p>Fractions – This was due to be taught in Y1, Y2, Y3, Y4 &amp; Y5 at the end of Spring 2 and in the Summer Term</p> <p>In order to fill these gaps, we have continued to follow White Rose Maths updated schemes of learning which have included sessions that recap the previous year's missed learning.</p>

	<p>Maths intervention took place across the school in Autumn 2 to target children who needed additional support to catch on missed learning.</p> <p>Daily maths pre-teaching sessions are also taking place across school to ensure that children with gaps are given additional support to access that day's teaching.</p> <p>A mixed-ability approach to teaching has also been introduced to allow more collaboration and peer support.</p> <p>The spring data shows that while the percentage of children currently working at ARE or above is lower than this time last year, the number of children working one point below ARE and above meets or exceeds last spring's data, showing that the identified gaps are being filled and that children who were previously on track are likely to be in the future.</p>
<p>Foundation subjects and Science</p>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>
<p>Wellbeing and SEND</p>	<p>Over lockdown, some SEND children found it difficult to work at home, even with highly differentiated work available that they could access independently. The SENCO made weekly phone calls to all families of children with SEND to talk through any difficulties that the family were having and celebrate successes. However, on return to school, most SEND children settled in well with only one who found the return a struggle. This child had nurture and the family was given additional support to help with the transition, and in the next lockdown, offered a place in school which helped the child to feel more settled when everyone else returned. Staff also had two staff meetings and took part in various SEND training, including autism, transition back to school and R2i to ensure that they were fully prepared to meet the needs of their SEND children on return to school.</p> <p>It is clear from a parental survey that went out after the first lockdown that many parents thought their child's mental health had suffered over lockdown. Children had access to weekly Jigsaw lessons during this time, which were adapted by the PSHE lead to suit the situation and support the children's wellbeing. Wellbeing warriors were already established in school before lockdown, and this formed part of the first week back in school to ensure that the children's wellbeing was a priority. Emotion thermometers were also introduced in every class so that staff can immediately see when a child is upset, angry etc. and tackle this without the child having to specifically tell them. Alongside the inclusion lead, two nurture TAs are coaching and mentoring the TAs on a weekly basis to allow the TAs to deliver nurture to specific children within their own bubbles as this needed to be a priority on the return to school. Over lockdown, these TAs also made phone calls to families who were struggling and uploaded ideas to the website for how to support children's wellbeing.</p> <p>To support parents on return to school, the educational psychologist has been running parental workshops on topics such as anxiety and then signposting them to other agencies who can support the family. The nurture TAs are also using these sessions and adapting them to deliver as TA training to help the TAs support any children whose wellbeing may be suffering.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

Teaching and whole school strategies

Desired outcome	Chosen approach and cost	Impact (once reviewed)	Staff lead	Review date
To improve the teaching of phonics through specific quality CPD.	Additional time for phonics lead to focus on F1-Year 3.	78% of year 2 passed their phonics screening check. 82% of year 1 passed the 2019 phonics screening check (target was 69%).	EP	Termly
Specific children targeted (bottom 20% and middle 30%) in phonics in F2 and Year 1 to accelerate progress.	Additional TA in Year 1 in the afternoons for Spring. Additional teacher one morning a week in F2.	F2 children targeted: 100% now know their phase 2 GPCs, compared to an average of 50% at the beginning of the year. 95% know their phase 2 blends, compared to 18% at the beginning of the year. 82% now know their phase 3 GPCs, compared to an average of 15% at the beginning of the year. 64% now know their phase 3 blends, compared to 7% at the beginning of the year. Year 1 children targeted: 95% of children know their phase 2 phonemes compared to 78% at the start of the year. 80% of children know their phase 3 phonemes compared to 25% at the start of the year.	EP RM SL	Half-termly

		<p>60% of children know their phase 5 phonemes compared to 27% at the start of the year.</p> <p>93% of children know their phase 2 blends compared to 60% at the start of the year.</p> <p>78% of children know their phase 3 blends compared to 22% at the start of the year.</p> <p>58% of children know their phase 4 blends compared to 42% at the start of the year.</p>		
Increase in phonics progress for the middle 30% in year 2.	Additional teacher one morning per week in the Autumn term.	20% of the children targeted were on track to pass the screening test and 72% passed it in Autumn 2.	EP HW SL	Termly
Improvement in pupils reading stamina under a set time.	Additional teacher one morning per week in Year 2 from Spring term onwards.	Year 2 children that were targeted – 70% made accelerated progress in reading.	SL SA	Termly
Accelerated progress of specific children in years 3 and 5 in reading, writing and maths.	Additional TA three days a week in years 3 and 5 from the Spring term onwards.	<p>Year 5 Maths - arithmetic group – 90% of children made expected progress in Maths with 40% making accelerated progress.</p> <p>Year 3 greater depth writing group – 100% made accelerated progress in writing with 88% becoming mastered.</p> <p>Year 3 phonics group – 83% made expected progress in reading with 50% making accelerated progress.</p>	RF SL	Termly
<b>Targeted approaches</b>				
Desired outcome	Chosen approach and cost	Impact (once reviewed)	Staff lead	Review date
Boost language skills to narrow the gap between specific children and their peers.	Early Talk Boost	Listening and attention: increased to 73% from 13% baseline. Understanding:	CM	Termly

		increased to 80% from 33% baseline Speaking: Increased to 67% from 27% baseline 88% of children made accelerated progress in listening and attention		
For progress to accelerate for specific children in year 4 in writing.	Specific case studies by the writing lead.	66% of the targeted children made expected progress with 33% making accelerated progress. Vocabulary books embedded within year 4 to be passed onto year 5 next year. Skills identified by the reading lead have been seen as being further embedded in the planning.	RF	Half-termly
For progress to accelerate in reading, writing and maths in F1 for specific children.	Additional level 1 TA in F1 for Spring 2.	Reading and writing: 100% of the targeted children made expected progress from the baseline with 90% making accelerated progress. Maths: 100% of the targeted children made accelerated progress from the baseline.	CM	Termly
<b>Wider strategies</b>				
<b>Desired outcome</b>	<b>Chosen approach and cost</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date</b>
Additional time for nurture leads for nurture TAs to coach TAs in the provision of nurture.	Two nurture TAs one hour per week.	91.6% of children improved their emotional literacy score in self-awareness across UKS2. 66.6% of children are now within the average range. 100% of children improved their emotional literacy score in self-regulation across the UKS2 100% of	RM SW JL	Half-termly
Specific children targeted for well-being for self-regulation, managing emotion and self-awareness	TAs in each year group.		RM SW JL	Half-termly

		children are now within the average range.		
For children to have access to appropriate stationery and technology if required so that all can access learning.	Stationery packs made up and ready to send home when a bubble closes. Technology (iPads and laptops) £1000	All children were sent stationery and/or iPads and laptops were sent out when a bubble closed or when children self-isolated if they did not have access to technology or stationery at home.	SR	As a bubble closes.
budgeted cost:				<b>£32617</b>
Total cost for Autumn provision				£7414.58
Total Cost for spring provision				£14922.25
Total cost for Summer Provision				£10279.86
Total Annual expenditure				<b>£32616.69</b>
Catch up provision received to March 2021				£18860
Catch up provision received to Summer 2021				£13460
Total Catch up Provision funding				<b>£32320</b>

Black – Autumn; Red – Spring; Green – Summer